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ABSTRACT

This paper reports findings from a survey that examined teachers' attitudes toward women principals. The survey was distributed to 1,047 public school teachers within the Kansas City (Missouri) metropolitan area; 479 surveys were returned. Data were analyzed by gender, school location, grade level, and years of experience. Participants were asked to describe the qualities of a successful male principal and a successful female principal. They were also asked whether they believed that male and female leaders are perceived as having authority because of their gender, and by whom they would prefer to be supervised. The survey responses identified leadership characteristics desirable in a principal: good communications skills; knowledge of curriculum and instruction; personableness; good management skills; ability to solve problems; and willingness to seek input. The study also strengthened the contention that characteristics traditionally attributed to women are desirable in all school administrators, leaving unanswered the question of why women are underrepresented as educational leaders and suggesting the need for a followup study of hiring practices at the school board and central office level. (MAH)

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Teachers' Perceptions of Women in the Principalship

A Current Perspective

ED 403 225

Paper Presented at the

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TEACHERS' PERCEPTIONS OF WOMEN IN THE PRINCIPALSHIP
A CURRENT PERSPECTIVE

During the 1990's women are still underrepresented in educational administration. When one compares the number of women teachers with the number of women in school administration the number is disproportionate. The majority of teachers are females. Criswell and Betz (1995) cite that 66% of the teaching force is female. However, the percentage of women in school administration is quite different. Women hold 5% of the superintendent positions, 20.6% of assistant superintendent positions and 30% of the principalships (Restine, 1993). A survey conducted by The Executive Educator and Xavier University (Natale, 1992) reveal that in the 1990's women hold 39.7% of the elementary school principal positions, followed by 20.5% at the junior high/middle school level and, 12% at the high school level. What factors contribute to the disproportionate number of women in educational administration?

One of the most common reasons presented in the literature for the underrepresentation women in school administration is negative perceptions of women's ways of leading. Studies on female and male approaches to leadership document that there is a distinct difference in the way women and men manage. Those attributes traditionally associated with men such as authoritative, decisive, controlling, and unemotional are more respected. Tyree (1995) states that the underrepresentation of women in educational administration is fostered through a series of myths: (a) women don't have what it takes, and (b) women lack support of teachers and the community. According to Helgesen (1990), women still must deal with the negative views of female administrators held by peers, parents, and employees of both sexes. Gupton and Slick (1995) quoted a female elementary principal as saying that "even after women have obtained administrative positions they are not afforded the status or the respect given their male colleagues."

Within the school environment, the attitudes which teachers have toward women administrators may have a direct effect on how well the administrators' job performance will be evaluated. These attitudes may also be a deterrent to more women seeking administrative positions.

Recent school reform efforts which include transformational leadership, site-based management, empowerment of teachers, and other forms of decentralized decision-making now celebrate the stereotypical characteristics of women school administrators. In fact, contemporary theories and studies of leadership indicate that the characteristics of the leadership style used by most women are becoming the dominant model of leadership (Aburdene & Naisbitt, 1993; Bennis & Nanus, 1985; Helgesen, 1990). Now that collaborative, participatory leadership styles are valued, has the attitude toward women elementary and secondary school administrators changed to the positive?

Purpose

The purpose of this study was to examine teachers' attitudes toward women principals. Do teachers perceive that women administrators foster collaboration, cooperation, participation and shared decision making? How do women teachers perceive the effectiveness of the female administrator? How do male teachers perceive the effectiveness of the female administrator? Do teachers prefer a woman administrator over a male administrator? Participants were asked to respond to five specific items:

Describe the qualities of a successful male principal.

Describe the qualities of a successful female principal.

Do you believe that male leaders are perceived as having legitimate authority--that is having authority because they are male?

Do you believe female leaders are perceived as having legitimate authority--that is having authority because they are female?

By whom would you prefer to be supervised?

Procedures

The instrument was developed by the authors. Each item was developed from the literature on women and men's ways of leading and

leadership qualities principals need in order to effectively lead transforming schools into the 21st century.

The survey was distributed to 1,047 public school teachers within the Kansas City metropolitan area. Four hundred and seventy nine surveys were returned for a 45.7% return rate. The data was analyzed within various subsets: by gender - male/female; by school location - urban/suburban/rural; by grade level - elementary, middle, and high; and by years of experience - 1 to 6, 7 to 14, 15 to 22, and 23 to 45.

There were 349 female participants and 126 male participants. Four teachers did not specify gender. By grade level participants included 130 elementary school teachers, 85 middle school teachers, 263 high school teachers and one teacher listed as special. There were 79 rural teachers, 211 suburban teachers and 189 urban school teachers. By years of experience there were 115 teachers with 1 to 6 years experience, 118 with 7 to 14 years of experience, 117 with 15 to 22 years of experience and 120 with 23 to 45 years of experience. The findings of this study are presented in the following sections.

Findings

Describe the Qualities of a Successful Male Principal and a Successful Female Principal

Responses By Gender

Participants were asked to indicate which qualities they thought were desirable in female and male principals. Table 1 presents the responses in the order in which each was selected by participants. The top seven qualities for both male and female principals are good verbal communicator, good manager, good listener, problem solvers, knowledgeable of curriculum and instruction, seeks variety of input and personable. The only difference which exists in the ranking between male and female principals is the rank of good manager. Being a good manager ranked 2nd as a desirable characteristic for male principals and 3rd as a desirable characteristic for female principals.

Responses to items one and two on the questionnaire were examined by gender and are presented in Table 2 in the order in which each was selected by participants. Table 3 presents the desirable qualities of male and female principals by gender. Women selected good communicator, good listener, knowledgeable of curriculum and instruction, personable, good manager, problem solver and seeks input as the top seven qualities for both male and female principals. Being a good communicator was the most desirable quality. Ninety-two point three percent of the women participants thought this was a desirable quality in a male principal while 94% thought this was a desirable quality in a female principal.

Male participants' responses differed slightly. Men selected good communicator, good listener, knowledgeable of curriculum and instruction, good manager, problem solver, and seeks input as desirable qualities in both male and female principals. However, men felt being decisive was more important than being personable. Eighty point two percent of the male participants selected decisive as a desirable quality for male principals and 81% selected it as a desirable quality for female principals. Seventy-five point four percent of the male participants selected personable as a desirable quality for male principals while 76.2% selected it as a desirable quality for female principals.

From comments given on the survey emotional and unemotional as characteristics should not be considered. Participants felt a need for a definition of the two and expressed that either extreme was not desirable.

Responses By School Location

Table 4 presents the data by school location. Good communicator consistently is the most desirable quality. Rural and suburban teachers indicated good listener and good communicator as either 1st or 2nd for male or female principals while urban teachers gave more importance to sharing power and credit and problem solving, than good listener for both male and female principals.

Across the board an authoritarian leadership style was one of the least desirable qualities. Nevertheless, urban teachers, 29.1% for male principals and 27.5% for female principals, felt it was more of a desirable

characteristic for male and female principals than rural, 17.7% for both genders, and suburban teachers 16.6% for male principals and 12.8% for female principals. Rural teachers, 67.1% for male principals and 69.6% for female principals, did not believe collaboration was as important as urban, 73% for male principals and 74.6% for female principals, and suburban teachers, 78.7% for male principals and 80.6% for female principals. Suburban teachers, 73%, indicated that good nonverbal communication is desirable in female principals. Urban teachers, 78.8%, do not view seeking input as desirable in male principals as their rural, 86.1%, and suburban, 88.6%, counterparts.

Responses By Elementary, Middle and High School Teachers Who Believe the Quality To Be Desirable

Most teachers at the elementary, middle, and high school levels do not want an authoritative principal. However, as Table 5 shows, middle school teachers indicated that the authoritative characteristic is more desirable than other teachers. Twenty-nine point four percent of the middle school teachers felt it to be a desirable characteristic for male principals and 27.1% felt it to be a desirable characteristic for female principals. Fourteen point four percent of elementary teachers saw this as a desirable characteristic for male principals and 10.8% found it to be a desirable characteristic for female principals. Twenty-two point two percent of high school teachers indicated that it is desirable in male principals and 21.3% for female principals.

Middle school teachers see being emotional as a desirable characteristic for a female principal more so than elementary and high school teachers. Thirty-five point three percent of the middle school teachers felt this to be a desirable characteristic for female principals. This is represented by 26.2% at the elementary level and 23.6% at the high school level.

Discipline is a concern. Teachers at all three levels desire the female principal to be a disciplinarian more so than the male principal. Middle school teachers desire the female principal to be a disciplinarian more than the other two levels. The percentages for female principals are reflected in Table 4 as follows; middle school teachers 74.1%, elementary

teachers 63.8%, and high school teachers 65%.

A principal, regardless of gender, who is knowledgeable of curriculum and instruction is more desirable to middle school teachers than being a good manager. Eighty-one point two percent believe knowledge of curriculum and instruction to be desirable for a male principal and 87.1% for a female principal. Seventy-eight point eight percent of the middle school teachers believe good management as desirable for male principals and 82.4% for female principals.

Responses By Years of Experience

Teachers with 1 to 6 years, 30.4%, experience desire more authority in female and male principals than the other teachers. Table 6 also shows that the most experienced teachers have a stronger desire for an administrator who seeks a variety of input, 90% for male principals and 90.8% for female principals. Teachers with 23 to 45 years of experience, 90%, indicated that being a good listener was a desirable characteristic for male principals while 80.9% of teachers with 1 to 6 years of experience felt this was a desirable characteristic. Sharing power and authority by both male and female principals was more significant for teachers with 23 to 45 years of experience than teachers with 1 to 6 years of experience.

Responses By Teachers With Male Principals and Responses By Teachers With a Female Principal

Table 7 presents that the gender of the principal with whom teachers worked made no significant difference in their responses. The top seven characteristics for female principals and male principals remained the same.

Do Male Principals Have Legitimate Authority?

Table 8 shows 63.3% of rural teachers said yes. Fifty-seven point eight percent of suburban teachers said yes. Fifty-four point five percent of urban teachers said yes. Sixty-four point six percent of elementary teachers said yes. Forty-nine point six percent of middle school teachers

said yes. Fifty-six point six percent of high school teachers said yes. Forty-nine point six percent of teachers with 1 to 6 years of experience said yes. Fifty-eight point five percent of teachers with 7 to 14 years of experience said yes. Fifty-seven point three percent of teachers with 15 to 22 years of experience said yes. Sixty-four point two percent of teachers with 23 to 45 years of experience said yes. Take note that 63.9% of females said yes while 39.7% of males said yes and 43.7% said no.

Do Female Principals Have Legitimate Authority?

The information on Table 9 overwhelmingly says no. In every sub analysis of the data teachers stated that women have to work to earn their authority. Comments on the surveys indicated that this authority has, historically, been given to males in the American culture.

By Whom Would You Prefer to be Supervised?

Although participants in this study were limited to the choices of male or female for their replies, many chose to add an extra line indicating "either." As a result, the category of "either" was added as part of the data analysis. In every sub analysis of the data participants stated that gender did not make a difference. Table 10 shows that in every category participants selected "either" as the preference. Comments such as: "I respect the person and the job he/she does - not gender," would indicate that teachers are looking for administrators with the seven top characteristics and are not concerning themselves with the principal's gender.

In those instances where a choice was made strictly between male and female, rural teachers chose a male principal. Suburban and urban teachers chose a female. Elementary and middle school teachers chose a female. High school teachers chose a male. Teachers with 1 to 6 years of experience and those with 15 to 22 years of experience chose a female. Teachers with 7 to 14 years of experience and 23 to 45 years of experience chose a male. Males chose a male and females chose a female.

Conclusion

The primary purpose of this study was to examine teachers' attitudes toward female principals. The results show that teachers in the Kansas City metropolitan area selected seven characteristics which are desirable in their principal's leadership; good communicator, knowledge of curriculum and instruction, personable, good manager, problem solver, and seeks input. These characteristics were the same regardless of gender, instructional level of employment, location of school, or years of experience.

This study also strengthens the contention that characteristics traditionally attributed to women are desirable in all school administrators. The question still remains, Why are women underrepresented as educational leaders? A follow-up study involving the examination of hiring practices at the school board and central office level is warranted.

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APPENDIX

Table 1

Quality	Percent Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal
Authoritarian	21.7	19.4
Decisive	79.3	82.3
Collaborative	74.5	76.4
Problem Solvers	86.0	88.7
Detail Oriented	38.6	43.4
Shares Power & Credit	82.0	83.7
Good Manager	86.6	87.7
Empowering	65.3	69.3
Good Verbal Communicator	92.5	93.1
Good Nonverbal Communicator	65.1	67.4
Seeks Variety of Inputs	84.3	85.2
Knowledgeable of C&I	84.8	86.2
Unemotional	17.3	19.0
Emotional	23.2	26.3
Personable	84.1	86.0
Disciplinarian	64.3	66.4
Good Listener	86.6	89.1
Forward Thinking	77.7	77.7
Dynamic	58.7	60.3

Table 2

Quality	Percent Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal
Good Verbal Communicator	92.5	93.1
Good Manager	86.6	87.7
Good Listener	86.6	89.1
Problem Solvers	86.0	88.7
Knowledgeable of C&I	84.8	86.2
Seeks Variety of Inputs	84.3	85.2
Personable	84.1	86.0
Shares Power & Credit	82.0	83.7
Decisive	79.3	82.3
Forward Thinking	77.7	77.7
Collaborative	74.5	76.4
Empowering	65.3	69.3
Good Nonverbal Communicator	65.1	67.4
Disciplinarian	64.3	66.4
Dynamic	58.7	60.3
Detail Oriented	38.6	43.4
Emotional	23.2	26.3
Authoritarian	21.7	19.4
Unemotional	17.3	19.0

Table 3

Quality	Percent of Women Who Believe The Quality to be Desirable		Percent of Men Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal	In Male Principal	In Female Principal
Authoritarian	17.2	15.2	34.9	31.7
Decisive	79.4	83.1	80.2	81.0
Collaborative	77.4	79.4	66.7	68.3
Problem Solvers	86.0	89.4	85.7	86.5
Detail Oriented	36.7	41.8	44.4	48.4
Shares Power & Credit	82.5	84.2	80.2	81.7
Good Manager	86.8	88.5	85.7	84.9
Empowering	67.3	72.2	58.7	60.3
Good Verbal Communicator	92.3	94.0	92.9	93.7
Good Nonverbal Communicator	66.8	69.3	61.9	62.7
Seeks Variety of Inputs	84.2	85.7	84.1	83.3
Knowledgeable of C&I	87.4	88.5	77.0	79.4
Unemotional	14.9	16.9	24.6	25.4
Emotional	22.1	24.9	27.0	31.0
Personable	87.1	89.4	75.4	76.2
Disciplinarian	63.3	65.6	66.7	68.3
Good Listener	87.7	91.1	83.3	83.3
Forward Thinking	79.7	80.8	73.0	69.8
Dynamic	57.3	60.7	62.7	59.5

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Table 4

Quality	Percent of Rural Teachers Who Believe The Quality to be Desirable		Percent of Suburban Teachers Who Believe The Quality to be Desirable		Percent of Urban Teachers Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal	In Male Principal	In Female Principal	In Male Principal	In Female Principal
Authoritarian	17.7	17.7	16.6	12.8	29.1	27.5
Decisive	87.3	88.6	78.7	82.5	76.7	79.4
Collaborative	67.1	69.6	78.7	80.6	73.0	74.6
Problem Solvers	89.9	89.9	87.7	91.5	82.5	85.2
Detail Oriented	39.2	35.4	35.5	40.3	41.8	50.3
Shares Power & Credit	78.5	82.3	81.0	83.4	84.7	84.7
Good Manager	88.6	87.3	89.1	91.5	83.1	83.6
Empowering	60.8	67.1	65.4	67.3	67.2	72.5
Good Verbal Communicator	92.4	93.7	92.9	95.3	92.1	92.6
Good Nonverbal Communicator	64.6	64.6	69.7	73.0	60.3	62.4
Seeks Variety of Inputs	86.1	86.1	88.6	88.6	78.8	81.0
Knowledgeable of C&I	82.3	81.0	87.2	89.1	83.1	85.2
Unemotional	16.5	21.5	14.2	14.7	21.2	22.8
Emotional	25.3	30.4	22.3	24.6	23.3	26.5
Personable	89.9	91.1	86.3	87.7	79.4	82.0
Disciplinarian	53.2	57.0	61.6	64.0	72.0	73.0
Good Listener	92.4	96.2	90.0	92.4	80.4	82.5
Forward Thinking	72.2	73.4	81.0	81.5	76.2	75.1
Dynamic	58.2	62.0	59.2	62.1	58.2	57.7

Table 5

Quality	Percent of Elementary Teachers Who Believe The Quality to be Desirable		Percent of Middle School Teachers Who Believe The Quality to be Desirable		Percent of High School Teachers Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal	In Male Principal	In Female Principal	In Male Principal	In Female Principal
Authoritarian	14.6	10.8	29.4	27.1	22.8	21.3
Decisive	76.9	81.5	76.5	80.0	81.4	83.3
Collaborative	80.0	83.8	75.3	78.7	71.5	71.9
Problem Solvers	84.6	88.5	88.2	91.8	85.9	87.8
Detail Oriented	30.0	36.2	42.4	49.4	41.4	44.9
Shares Power & Credit	79.2	81.5	82.4	87.1	83.4	83.7
Good Manager	88.5	92.3	78.8	82.4	88.2	87.1
Empowering	63.1	67.7	65.4	71.8	68.2	69.2
Good Verbal Communicator	90.8	93.1	91.8	95.3	93.5	93.9
Good Nonverbal Communicator	70.0	71.5	62.4	67.1	63.9	65.8
Seeks Variety of Inputs	83.8	82.3	88.2	88.2	83.7	85.9
Knowledgeable of C&I	87.7	90.0	81.2	87.1	84.4	84.0
Unemotional	13.8	13.8	17.6	17.6	19.0	22.1
Emotional	22.3	26.2	25.9	35.3	22.8	23.6
Personable	86.2	88.5	82.4	87.1	83.7	84.4
Disciplinarian	62.3	63.8	69.4	74.1	63.5	65.0
Good Listener	90.8	94.6	85.9	90.6	84.8	85.9
Forward Thinking	72.3	73.1	77.6	80.0	80.3	79.5
Dynamic	59.2	60.0	51.8	54.1	60.8	62.7

Table 6

Quality	Percent of Teachers With 1 to 6 Years Experience Who Believe The Quality to be Desirable		Percent of Teachers With 7 to 14 Years Experience Who Believe The Quality to be Desirable		Percent of Teachers With 15 to 22 Years Experience Who Believe The Quality to be Desirable		Percent of Teachers With 23 to 45 Years Experience Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal	In Male Principal	In Female Principal	In Male Principal	In Female Principal	In Male Principal	In Female Principal
Authoritarian	30.4	25.2	17.8	16.9	21.4	17.9	18.3	18.3
Decisive	74.8	80.9	81.4	82.2	78.6	82.9	82.5	83.3
Collaborative	71.3	76.5	75.4	75.4	72.6	75.2	78.3	78.3
Problem Solvers	84.3	87.0	83.9	89.8	88.0	89.7	87.5	87.5
Detail Oriented	42.6	44.3	35.6	38.1	33.3	45.3	43.3	45.8
Shares Power & Credit	74.8	83.5	82.2	83.1	82.9	78.6	88.3	89.2
Good Manager	85.2	86.1	83.1	89.8	84.6	81.2	92.5	93.3
Empowering	60.9	66.1	69.5	73.7	64.1	67.5	67.5	70.8
Good Verbal Communicator	88.7	90.4	94.1	95.8	94.0	94.9	93.3	95.0
Good Nonverbal Communicator	72.2	72.2	58.5	63.6	66.7	68.4	65.0	66.7
Seeks Variety of Inputs	77.4	80.9	81.4	81.4	88.0	87.2	90.0	90.8
Knowledgeable of C&I	84.3	86.1	82.2	83.9	81.2	85.5	90.0	88.3
Unemotional	20.9	22.6	14.4	17.8	18.8	17.1	16.7	20.0
Emotional	28.7	32.2	17.8	16.9	25.6	33.3	21.7	24.2
Personable	84.3	88.7	84.7	84.7	80.3	86.3	85.8	83.3
Disciplinarian	69.6	73.0	62.7	65.3	63.2	64.1	61.7	63.3
Good Listener	80.9	88.7	86.4	86.4	88.0	89.7	90.0	90.8
Forward Thinking	69.6	73.0	78.0	78.8	82.1	77.8	81.7	81.7
Dynamic	62.6	66.1	54.2	55.9	54.7	56.4	62.5	62.5

Table 7

Quality	Percent of Teachers With a Female Principal Who Believe The Quality to be Desirable		Percent of Teachers With a Male Principal Who Believe The Quality to be Desirable	
	In Male Principal	In Female Principal	In Male Principal	In Female Principal
Authoritarian	20.9	18.1	22.0	20.3
Decisive	76.4	80.8	81.4	83.4
Collaborative	76.4	81.3	73.3	73.3
Problem Solvers	85.7	89.6	86.5	88.5
Detail Oriented	36.8	42.9	39.5	43.6
Shares Power & Credit	79.1	83.0	83.8	84.1
Good Manager	84.6	87.4	87.8	87.8
Empowering	62.6	68.1	66.9	69.9
Good Verbal Communicator	89.6	94.0	94.3	94.3
Good Nonverbal Communicator	65.4	68.1	65.2	67.2
Seeks Variety of Inputs	84.6	84.1	84.1	86.1
Knowledgeable of C&I	84.6	89.0	85.1	84.8
Unemotional	16.5	17.0	17.9	20.3
Emotional	23.6	30.2	22.6	24.0
Personable	83.5	87.4	84.8	85.1
Disciplinarian	66.5	70.3	63.2	64.2
Good Listener	87.4	92.3	86.1	87.5
Forward Thinking	72.5	74.2	80.7	79.7
Dynamic	53.3	55.5	61.8	63.5

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Table 8

	MALE HAVE AUTHORITY'		
	NO RESP	NO	YES
SCHOOL LOCATION' RURAL Row %	17.7%	19.0%	63.3%
SUBURBAN Row %	10.4%	31.8%	57.8%
URBAN Row %	14.8%	30.7%	54.5%
GENDER' NO RESP Row %		50.0%	50.0%
FEMALE Row %	12.3%	23.8%	63.9%
MALE Row %	16.7%	43.7%	39.7%
GRADE LEVEL' ELEMENTARY Row %	10.0%	25.4%	64.6%
HIGH SCHOOL Row %	15.2%	28.5%	56.3%
MIDDLE SCHOOL Row %	12.9%	37.6%	49.4%
SPECIAL Row %			100.0%
EXPERIENCE NO DATA Row %	11.1%	33.3%	55.6%
1 TO 6 YRS Row %	14.8%	35.7%	49.6%
7 TO 14 YRS Row %	11.9%	29.7%	58.5%
15 TO 22 YRS Row %	17.9%	24.8%	57.3%
23 TO 45 YRS Row %	9.2%	26.7%	64.2%
PRINCIPAL GENDER' NO RESP Row %		100.0%	
FEMALE Row %	12.1%	30.2%	57.7%
MALE Row %	14.2%	28.4%	57.4%

Table 9

	FEMALE HAVE AUTHORITY'		
	NO RESP	NO	YES
SCHOOL LOCATION' RURAL Row %	19.0%	75.9%	5.1%
SUBURBAN Row %	12.8%	74.9%	12.3%
URBAN Row %	17.5%	76.2%	6.3%
GENDER' NO RESP Row %	50.0%	25.0%	25.0%
FEMALE Row %	14.3%	76.2%	9.5%
MALE Row %	18.3%	75.4%	6.3%
GRADE LEVEL' ELEMENTARY Row %	12.3%	73.8%	13.8%
HIGH SCHOOL Row %	18.3%	74.9%	6.8%
MIDDLE SCHOOL Row %	12.9%	81.2%	5.9%
SPECIAL Row %			100.0%
EXPERIENCE NO DATA Row %	33.3%	55.6%	11.1%
1 TO 6 YRS Row %	15.7%	76.5%	7.8%
7 TO 14 YRS Row %	14.4%	75.4%	10.2%
15 TO 22 YRS Row %	20.5%	71.8%	7.7%
23 TO 45 YRS Row %	10.8%	80.0%	9.2%
PRINCIPAL GENDER' NO RESP Row %		100.0%	
FEMALE Row %	13.2%	76.4%	10.4%
MALE Row %	17.2%	75.0%	7.8%

Table 10

	SUPERVISED BY?'			
	NO RESP	EITHER	FEMALE	MALE
SCHOOL LOCATION' RURAL Row %	17.7%	48.1%	15.2%	19.0%
SUBURBAN Row %	8.5%	63.5%	14.7%	13.3%
URBAN Row %	15.9%	51.3%	16.9%	15.9%
GENDER' NO RESP Row %		100.0%		
FEMALE Row %	11.5%	55.9%	18.1%	14.6%
MALE Row %	17.5%	55.6%	9.5%	17.5%
GRADE LEVEL' ELEMENTARY Row %	13.1%	53.8%	20.8%	12.3%
HIGH SCHOOL Row %	14.1%	55.9%	12.5%	17.5%
MIDDLE SCHOOL Row %	9.4%	61.2%	17.6%	11.8%
SPECIAL Row %				100.0%
EXPERIENCE NO DATA Row %	11.1%	55.6%	11.1%	22.2%
1 TO 6 YRS Row %	13.0%	53.9%	23.5%	9.6%
7 TO 14 YRS Row %	11.9%	53.4%	16.1%	18.6%
15 TO 22 YRS Row %	16.2%	52.1%	17.1%	14.5%
23 TO 45 YRS Row %	10.8%	65.0%	6.7%	17.5%
PRINCIPAL GENDER' NO RESP Row %	100.0%			
FEMALE Row %	8.2%	58.8%	22.5%	10.4%
MALE Row %	15.5%	54.7%	11.5%	18.2%

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